

## **PINE GROVE ELEMENTARY**

111 Huffstetler Dr.  
Columbia, S. C. 29210

**GRADES** K-5 Elementary School

**ENROLLMENT** 428 Students

**PRINCIPAL** Betty W. Prudence 803-214-2380

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

#### **AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	28	54	9	0

#### **IMPROVEMENT RATING:**

#### **UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

#### **YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Average	Unsatisfactory	Yes

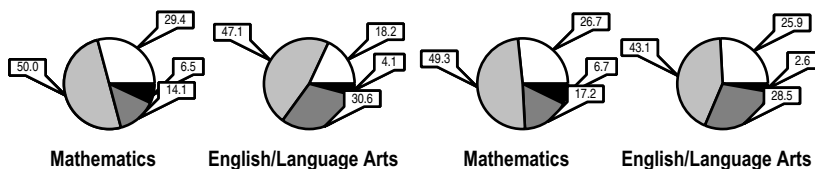
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	196	99.5	17.8	47.3	30.8	4.1	46.2	Yes	Yes
<b>Gender</b>									
Male	99	99.0	23.2	43.9	29.3	3.7	43.9		
Female	97	100.0	12.6	50.6	32.2	4.6	48.3		
<b>Racial/Ethnic Group</b>									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	186	99.5	18.4	48.5	28.8	4.3	44.8	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	168	100.0	13.2	47.9	34.0	4.9	51.4		
Disabled	28	96.4	44.0	44.0	12.0	0.0	16.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	196	99.5	17.8	47.3	30.8	4.1	46.2		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	195	99.5	17.8	47.3	30.8	4.1	46.2		
<b>Socio-Economic Status</b>									
Subsidized meals	152	99.3	21.5	46.9	28.5	3.1	42.3	Yes	Yes
Full-pay meals	44	100.0	5.1	48.7	38.5	7.7	59.0		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	196	99.5	29.0	50.3	14.2	6.5	27.8	Yes	Yes
<b>Gender</b>									
Male	99	99.0	32.9	45.1	14.6	7.3	26.8		
Female	97	100.0	25.3	55.2	13.8	5.7	28.7		
<b>Racial/Ethnic Group</b>									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	186	99.5	30.1	49.7	14.1	6.1	27.0	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	168	100.0	22.9	54.2	15.3	7.6	30.6		
Disabled	28	96.4	64.0	28.0	8.0	0.0	12.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	196	99.5	29.0	50.3	14.2	6.5	27.8		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	195	99.5	29.0	50.3	14.2	6.5	27.8		
<b>Socio-Economic Status</b>									
Subsidized meals	152	99.3	32.3	49.2	13.8	4.6	25.4	Yes	Yes
Full-pay meals	44	100.0	17.9	53.8	15.4	12.8	35.9		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	66	100.0	7.4	42.6	46.3	3.7	50.0
	<b>Grade 4</b>	83	100.0	21.6	51.4	25.7	1.4	27.0
	<b>Grade 5</b>	61	100.0	38.5	50.0	11.5	N/A	11.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	50	98.0	10.4	29.2	50.0	10.4	60.4
	<b>Grade 4</b>	70	100.0	22.7	45.5	31.8	N/A	31.8
	<b>Grade 5</b>	76	100.0	20.8	63.9	12.5	2.8	15.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	66	100.0	33.3	51.9	13.0	1.9	14.8
	<b>Grade 4</b>	83	100.0	12.2	67.6	9.5	10.8	20.3
	<b>Grade 5</b>	61	100.0	28.8	44.2	23.1	3.8	26.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	50	98.0	33.3	50.0	12.5	4.2	16.7
	<b>Grade 4</b>	70	100.0	27.3	48.5	15.2	9.1	24.2
	<b>Grade 5</b>	76	100.0	30.6	54.2	11.1	4.2	15.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 428)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.3%	Down from 4.5%	3.8%	2.7%
Attendance rate	99.2%	Up from 96.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%		5.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%		4.1%	3.5%
Eligible for gifted and talented	0.0%	Down from 11.7%	9.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.5%	Down from 5.2%	9.2%	8.2%
Older than usual for grade	0.2%	Down from 0.5%	1.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.9%	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	40.6%	Up from 39.4%	46.2%	51.4%
Continuing contract teachers	87.5%	Up from 78.8%	87.2%	87.5%
Highly qualified teachers**	92.6%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	84.2%	Up from 82.1%	86.2%	86.7%
Teacher attendance rate	93.2%	Up from 92.2%	94.6%	94.9%
Average teacher salary	\$39,921	Down 1.5%	\$39,921	\$40,760
Prof. development days/teacher	13.3 days	Down from 14.0 days	13.2 days	12.4 days

School

Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 18.3 to 1	17.9 to 1	18.9 to 1
Prime instructional time	91.9%	Up from 87.6%	89.6%	90.0%
Dollars spent per pupil*	\$6,383	Down 5.2%	\$6,159	\$6,044
Percent of expenditures for teacher salaries*	76.5%	Down from 76.8%	65.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.0%	Up from 93.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Pine Grove Elementary School has made consistent progress in student achievement since opening in 1999. The State Report Card grade of Good reflects the progress the students have made. The grade was Average last school term. Pine Grove met the federal Average Yearly Progress (AYP) objectives, as well. We know making AYP will be a challenge in successive years, as the percentage of students scoring Proficient on the Palmetto Achievement Challenge Test (PACT) must increase significantly each year. Students who scored Basic on PACT in grades 3-5 will be given additional instructional time after school.

The Title One Project provided funding for extending the school day for the four-year-old students (Child Development Program). It also funded "The Early Success" and "Soar to Success" reading classes. These classes give selected students in grades 1-5 instruction in a small-group setting. Title One monies added books to the classroom collections, books for Character Education, and Accelerated Reader software. Title One funds furnished staffing for the Success Maker Computer Lab. The lab is an integral part of the instructional day.

The Student Council sponsored the school-wide recycling program, community service projects and treats for the staff and students. The National Association of Elementary School Principals (NAESP) recognized the council for the third consecutive year as Honor Council of Excellence.

The Parent Teacher Association (PTA) provided meals for the staff, and beautification projects are planned for the summer (colorful mats and benches). The School Improvement Council (SIC) encouraged parental involvement. SIC placed two suggestion boxes in the school and an SIC voice mail to facilitate communication. The SIC also created a partnership with the local Kroger.

All Pine Grove teachers participated in ongoing staff development. All subject areas were addressed. Integrating technology and instruction will be included next year. Pine Grove students made notable gains in math and maintained gains in English/Language Arts. The academic initiatives that are in place will be continued.

Mrs. Betty Prudence, Principal, Pine Grove Elementary School

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	30	74	45
Percent satisfied with learning environment	76.7%	80.8%	77.3%
Percent satisfied with social and physical environment	83.3%	89.0%	82.2%
Percent satisfied with home-school relations	36.7%	98.6%	69.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.